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ABSTRACT

The Chapter 1 Developer/Demonstration Program: Learning To Read through the Arts (LTRTA) was developed to offer intensive reading instruction to eligible New York City students through the integration of a total reading program with a total arts program, from October 1984 to June 1985. Evaluation of the program showed the following: (1) that all students demonstrated significant and meaningful improvement in writing performance from pretest to posttest on a holistically scored writing sample; (2) general education students made statistically significant gains at each grade level on the language mechanics and expression subtests of the California Achievement Test (CAT); and (3) all students' reading attitudes improved. Specifically, evaluation revealed that: (1) students' reading and writing skills improved measurably; (2) students' mean gain on the CAT was greater than in the previous year; (3) 64% of the students mastered targeted skills; (4) reading and arts instruction was effectively implemented; and (5) LTRTA staff members received sufficient training in and were enthusiastic about the program. The major portion of this document focuses on program evaluation, organization, and implementation; staff training and suggestions for change; and student outcome data, as well as conclusions and recommendations. Appendixes contain questionnaires for students (measuring attitudes toward reading), teachers, and parents and other materials related to the program. (JD)

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EVALUATION SECTION REPORT

December, 1986

Robert Tobias, Administrator
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CHAPTER I
DEVELOPER/DEMONSTRATION PROGRAM:
LEARNING TO READ THROUGH THE ARTS
1984-85

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SUMMARY OF THE LEARNING TO READ THROUGH THE ARTS
EVALUATION: 1984-85

The Chapter I Developer/Demonstration Program: Learning to Read Through the Arts (L.T.R.T.A.) operated under the auspices of the Office of Special Projects of the Division of Curriculum and Instruction of the New York City Board of Education. It offered intensive reading instruction to Chapter I-eligible students through the integration of a total reading program with a total arts program. In 1984-85, the program operated with $913 thousand from Chapter I funds. The program was offered for a 29-week cycle from October, 1984, to June, 1985.

The program operated in six sites; the boroughs of Manhattan, Brooklyn, Queens, and the Bronx each had one site, and the borough of Staten Island had two. Chapter I-eligible general education students in grades two through six and their classroom teachers, as well as Chapter I-eligible limited English proficient (LEP) students in grades two through six and their classroom teachers were bussed to program sites in their respective boroughs two afternoons a week for four-hour L.T.R.T.A. sessions. Special education students attended L.T.R.T.A. one full day each week. A total of 757 general education students, 67 LEP students, and 100 special education students participated in the program. This was the second year the L.T.R.T.A. Program provided services to LEP students.

The reading performance of general education students was measured by the total reading score on the California Achievement Test (CAT). A pretest-posttest design was employed to measure fall-to-spring improvement. The criterion for success was a significant gain from pretest to posttest. The reading performance of the LEP and special education students was measured by a criterion-referenced test, the Wisconsin Design Skills Development Test. The criterion for program success was that 60 percent of the LEP and special education students would master a specified number of targeted skills (five for LEP students and three for special education students).

Students' writing performance was assessed by holistically scored writing samples. In addition, general education students were given two writing subtests of the CAT to measure language mechanics and language expression. Students were expected to make statistically significant gains on the holistically scored writing samples and on the CAT writing subtests.

Attitudes toward reading of general education, special education, and LEP students' were measured at the beginning and end of the program by the Reading subtest of the Estes Attitude Scales. Students were expected to show statistically significant changes in attitudes on the Estes scales. The effect size (E.S.) of the average gains were calculated to determine whether the gains were educationally meaningful.

The overall mean gain for general education students on the CAT for the fall-to-spring comparison was 13.9 N.C.E.s. Statistically significant gains were found for each grade level. In terms of effect size, the overall mean gain and each grade level mean gain (except for grade three) was determined to be large and, therefore, educationally meaningful.

The criterion for success on the Wisconsin Design Skills Development Test was met by the LEP students (64 percent achieved mastery); and special education students exceeded their mastery criterion (85 percent achieved mastery).

All groups of students demonstrated significant and meaningful improvement in writing performance from pretest to posttest on a holistically scored writing sample. General education students made statistically significant gains at each grade level on the Language Mechanics and Language Expression subtests of the California Achievement Test. In general, mean gains on the subtests were educationally meaningful.

Results indicated pretest-posttest improvement in attitudes toward reading for all three groups of students, with special education students making the greatest gains. These findings must be interpreted with caution, however, since students' responses to items on the scale are dependent upon their reading comprehension skills.

The major findings of the L.T.R.T.A. evaluation were:

- Program participation improved students' reading and writing skills.
- Students' fall-to-spring mean gain on the CAT was greater than in previous years.
- Special education students made the most substantial improvement on the Estes Attitude Scale, Reading subtest.
- Sixty-four percent of LEP students mastered targeted skills, this year, the second year LEP students participated in the program; therefore,the reading skills objective for LEP students was met.
- Reading and arts instruction was implemented as proposed.
- L.T.R.T.A. staff members reported having received sufficient training for the program. Home-school teachers were enthusiastic about the program.

The following recommendations were made for program improvement:

- Since the L.T.R.T.A. staff expressed a desire to increase parental involvement, additional outreach methods should be considered.

- Have L.T.R.T.A. teachers discuss additional training in working with LEP students to ensure that pacing and language level are appropriate and/or classroom teachers are effectively used, as needed.

- The program has had continued success with special education students. At present, however, there is a long waiting list of these students. Therefore, consideration should be given as to how to include more special education students in the program.

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INTRODUCTION

PROGRAM BACKGROUND

The Chapter I Developer/Demonstration Program: Learning to Read through the Arts (L.T.R.T.A.) is a Chapter I program operating under the auspices of the Office of Special Projects of the Division of Curriculum and Instruction of the New York City Board of Education. The program, in operation since 1971, has received recognition at the national, state, and local levels as an exemplary program. It utilizes artistic activities to stimulate student interest in reading and writing. In 1984-85, the program received $913,000 from Chapter I funds.

The L.T.R.T.A. Program is associated with the Staten Island Children's Museum, the Bronx Museum of the Arts, the New York Aquarium, the Brooklyn Museum, Ballet Hispanico of New York, El Museo del Barrio, and Industry for the Arts in Education, Inc. In 1984-85, the program, which served 924 students, operated at six sites; Staten Island had two sites, and each of the other boroughs had one site. The program ran for 29 weeks, from October, 1984 to June, 1985. Participating general education and LEP students were bused to the program site in their borough two afternoons a week for four-hour L.T.R.T.A. sessions, while special education students attended L.T.R.T.A. one full day each week. Special education and LEP students were taught the same curriculum as general education students, but at a slower pace, and thus did not necessarily cover the same amount of material.

The Manhattan, Bronx, and Brooklyn sites each had two reading teachers, three artist teachers, and one office aide.

The Queens and Staten Island sites each had two reading teachers, two artist teachers, and one office aide. (The staff in Staten Island divided their time between two sites.) At each site, one of the teachers acted as assistant coordinator, while another teacher served as the head teacher. The main office, housed at the Manhattan site, was staffed by the program director, four teacher trainers, five secretaries, and one student aide.

ELIGIBILITY

The test used to determine Chapter I eligibility was the previous spring's Citywide Reading Test, the California Achievement Test. Pupils were eligible for Chapter I services if they scored at or below the following:

Grade	Cutoff
2	2.4 Grade Equivalent* (G.E.)
3	3.1
4	3.9
5	4.7
6	5.7
7	6.7
8	7.7
9	8.7
10 - 12	Two or more years below grade level in reading

*A grade equivalent is the grade placement of students (year and month) for whom a given score is typical. Grade equivalents are not directly comparable across different tests. Moreover, because grade equivalents are not spaced equally they cannot be used in arithmetic or statistical calculations. Most important, a grade equivalent does not represent the level of work a student is capable of doing. For example, a ninth grade student who obtains a grade equivalent of 11.6 does not belong in the

STUDENTS SERVED

The program served 757 second-through-sixth grade Chapter I-eligible children in general education classes, 67 limited English proficient (LEP) students in these same grades and 100 special education students (see Table 1). Sixty percent of the participating general and LEP students were in grades four and five, 35 percent were in grades two and three, and four percent were in grade six.

PROGRAM OBJECTIVES

Successful implementation of the program was to be demonstrated by achievement of the following goals and objectives:

1. General education L.T.R.T.A. students would make statistically significant normal curve equivalent** (N.C.E.) gains in Total Reading from pretest to posttest on the California Achievement Test (CAT)

2. General education L.T.R.T.A. Students would make statistically significant mean N.C.E. gains in Total Reading from pretest to posttest on the CAT.

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eleventh grade; rather, this score simply indicates that the student scored as well as a typical eleventh grader would have scored on the ninth-grade level test. While this may indicate an above-average level of achievement, it may not indicate that the ninth grader is ready for eleventh-grade level work.

**N.C.E. scores are similar to percentile ranks but, unlike percentile ranks, are based on an equal-interval scale. Normal curve equivalent scores are based on a scale ranging from 1 to 99 with a mean of 50 and a standard deviation of approximately 21. Because N.C.E. scores are equally spaced apart, arithmetic and statistical calculations such as averages are meaningful; in addition, comparisons of N.C.E. scores may be made across different achievement tests.

TABLE 1

Students[a] Served in the Learning To Read Through the Arts Program by Grade: 1984-85

Grade	Number of Students[b]	Percent
2	144	18
3	149	18
4	289	35
5	207	25
6	35	4
Total[b]	824	100

[a] These include both general education students and those LEP students whose grade designation was known.

[b] Sixty-seven of these students were LEP students.

- The program also provided services to 100 ungraded special education students. Thus, 924 students were served during 1984-85.

- Three-fifths of the participating general education and LEP students were in grades four and five.

3. On the posttest of the Wisconsin Design Skills Development Test sixty percent of all special education students demonstrate mastery on at least three reading skills which that they had not mastery on the pretest. Sixty percent of all LEP students would master at least five skills that they had previously failed to master.

4. General education L.T.R.T.A. students would make statistically significant mean N.C.E. gains on the Language Mechanics and Language Expression subtests of the CAT.

5. Average raw scores on students' holistically scored writing samples would show a statistically significant increase from pretest to posttest.

6. Students' attitudes towards reading would show a statistically significant improvement as measured by self-reported changes in attitudes on the Reading subtest of the Estes Attitudes Scale from pretest to posttest.

7. The L.T.R.T.A. staff development component would provide staff with intensive training sessions.

8. The L.T.R.T.A. staff development component would increase the awareness of classroom teachers concerning arts and reading-related basic skills.

9. The L.T.R.T.A. Program would provide parents with information designed to enable them to help their children improve their reading skills.

SCOPE OF THE EVALUATION

The purpose of this report is to describe and assess the impact and implementation of the 1984-85 Chapter I Developer/-Demonstration Program: Learning to Read Through The Arts. Program evaluation is discussed in Chapter II, and program organization and implementation are discussed in Chapter III. In Chapter IV, a description of staff training is provided, as well as staff suggestions for program change. Student outcome data are presented in Chapter V; and in Chapter VI, conclusions and recommendations are offered.

II. PROGRAM EVALUATION

EVALUATION QUESTIONS

Implementation

A major focus of the 1984-85 evaluation report was to assess the implementation of the L.T.R.T.A. program. The evaluation design focused on the following questions:

1. What reading and arts activities were presented to students? Did these activities capture student interest? Were these activities designed to encourage basic-skills instruction?

2. How was L.T.R.T.A. staff development conducted? Was staff development designed to support classroom efforts?

3. Did classroom teachers participate in L.T.R.T.A. on-site activities? What were classroom teachers' perceptions about their on-site L.T.R.T.A. experiences?

4. How extensive was parental involvement in the L.T.R.T.A. Program? Did monthly parent meetings provide parents with useful information and skills? Did parents use the information they had acquired during L.T.R.T.A. meetings at home with their children? What were parents' attitudes about the monthly parent meetings? What suggestions did parents have for improving the monthly parent meeting?

Student Outcomes

The following questions concerning L.T.R.T.A. student academic achievement were investigated:

1. Did regular L.T.R.T.A. students make statistically significant mean N.C.E. gains in Total Reading from pre- to posttest on the California Achievement Test?

2. Did regular L.T.R.T.A. students make statistically significant mean N.C.E. gains on the Language Mechanics and Language Expression subtests of the California Achievement Test?

3. Did the average raw score on the Reading subtest of the Estes Attitude Scale show a statistically significant increase from pretest to posttest?

4. Did the average raw score on the writing samples of L.T.R.T.A. students show a statistically significant increase from pretest to posttest?

5. Did 60 percent of special education students master at least three of the reading skills on the posttest of the Wisconsin Design Skills Development Test which they had failed on the pretest? Did 60 percent of LEP students master at least five skills which they had previously failed to master?

EVALUATION METHODOLOGY

Program Implementation

O.E.A. staff documented program implementation in the following ways:

- recording activities at training workshops;
- observing activities in arts and reading workshops;
- surveying L.T.R.T.A. staff and classroom teachers; and,
- surveying parents.

The site visits, observations, and surveys took place during spring, 1985.

Data Sources

Evaluation of the L.T.R.T.A. Program, 1984-85 was based on a variety of data sources:

- A four page Observation Form was completed for one reading workshop and one reading-oriented art workshop in each borough. The form was designed to document information on the following areas: integration of arts and reading; level of student interest in the workshop; participation of the classroom teacher; classroom management; presentation of instruction, and the process of monitoring student progress (Appendix C.).

- The Training Workshop Evaluation Form was used for two of the in-service training workshops. Each participant was asked to rate 11 aspects of the workshop from inadequate to excellent; these aspects included the overall presentation, the ideas presented, and the speaker's knowledge of the subject. In addition, participants were asked to describe their feelings about the training session, and discuss the most and least helpful aspects of the workshop (Appendix D).

- The staff Questionnaire, a 13-item mail survey, was sent to all L.T.R.T.A. staff during the spring term. The survey dealt with topics such as which topics and materials had been most useful during the training sessions, how comfortable the participants were with various aspects of their jobs, and their suggestions for improving staff participation in the L.T.R.T.A. Program.

- A 15-item Classroom Teacher Questionnaire was mailed to all the classroom teachers during the spring term. The questionnaire asked the teachers about their inservice training, their students' progress, their initial participation in L.T.R.T.A., and their ongoing participation in L.T.R.T.A. activities. In addition, teachers were asked to assess the involvement of the students' parents (Appendix F).

- During the spring semester, the 14-item Parent Survey was mailed to 115 parents. This survey asked parents to discuss the L.T.R.T.A. Parent Workshops, their own and their child's interest in L.T.R.T.A., and their child's progress in reading. In addition, parents were asked to offer suggestions for improvement of the L.T.R.T.A. Program (Appendix G).

Reading

The reading achievement of general education L.T.R.T.A. students was assessed by comparing their pretest and posttest reading scores on the California Achievement Test (CAT) from October, 1984, to April, 1985. The April test was given as part of the Citywide Testing Program; the test given the previous October was administered by L.T.R.T.A. staff (see Figure 1).

FIGURE 1

Testing Schedule for
Learning to Read Through the Arts Program Students: 1984-85

Program Area	Test Name	Students	Pretest Date	Posttest Date	Criteria of Success
			[a]	[b]	
Reading	CAT Total Reading Score	General Education	10-84	4-85	Statistically Significant Mean N.C.E. Gain
Reading	Wisc. Design Skills Devel. Test	Special Education and LEP	10-84 10-84	5-85 5-85	Three Skills Five Skills
Writing	CAT Lang. Mech. and Lang. Exp. Subtests	General Education	10-84	5-85	Statistically Significant Mean N.C.E. Gain
Writing	Holistic Scored Writing Sample	General Education Special Education, and LEP	10-84	5-85	Statistically Significant Mean Gain
Attitude Towards Reading	Estes Attitude Scales, Reading Subtest	General Education, Special Education, and LEP	10-84	5-85	Statistically Significant Mean Gain

[a] Form C, Levels correspond to 1984-85 grade levels.

[b] Form D, Levels correspond to 1984-85 grade levels.

Pretest and posttest data for general education students were analyzed using a Chapter I Model A Evaluation Design. Model A assumes that without special intervention, students' N.C.E.s will remain the same from pretest to posttest. That is, if students progress academically at the same rate as the norm group, their N.C.E. scores will remain unchanged from pretest to posttest. Thus, posttest N.C.E. scores that exceed pretest N.C.E. scores may be attributed to the success of the program in producing increases in student achievement above the expectation for the norm group achievement.

Correlated t-tests were used to determine if the mean differences between pre- and posttest were statistically significant. An effect size (E.S.)* indicating the educational meaningfulness of the mean gain or loss for each comparison was also calculated.

Reading achievement for LEP and special education students was measured using the Wisconsin Design Skills Development Test, a criterion-referenced reading test. Sixty percent of LEP students were expected to master five objectives on the posttest which they had not mastered on the pretest. For the special education component, 60 percent of the students were expected to

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*The effect size, developed by Jacob Cohen, is the ratio of the mean gain to the standard deviation of the gain. This ration provides an index of improvement in standard deviation units irrespective of the size of the sample. According to Cohen, 0.2 is a small E.S., 0.5 is a moderate E.S., and 0.8 is considered to be a large E.S. Only effect sizes of 0.8 and above are considered to be educationally meaningful, reflecting the importance of the gains to the students' educational development.

master three objectives on the posttest which they had not mastered on the pretest.

Writing

The writing achievement of all L.T.R.T.A. students was assessed using narrative writing samples which were administered to the pupils in October, 1984, and May, 1985. A five-point holistic scoring system was used to grade the writing samples. General education students were also administered standardized writing subtests of the CAT in Language Mechanics and Language Expression. Normal Curve Equivalent scores (N.C.E.s) were used to measure achievement gains. The program's criteria were significant gains from pre- to posttest.

Correlated t-tests were used to determine if the mean differences between pre- and posttest were statistically significant. In addition, an effect size (E.S.) was calculated to determine the educational meaningfulness of the mean gain or loss for each comparison.

Reading Attitudes

All students were administered the Reading subtest of the Estes Attitude Scale* in October, 1984, and May, 1985. The program's criterion for success was a significant increase in

*The Estes Attitude Scale used in the L.T.R.T.A. Program (the Elementary Form) consists of a 14-item Likert-type scale, to measure the attitudes of elementary school children towards reading. Time of administration averages about 20 minutes, and a convenient scoring key allows a student's response to be scored quickly.

scores from pre- to posttest. O.E.A. selected a random sample (N=203) of the students' tests and examined their scores on the reading attitudes scale to identify those attitudes which showed the greatest change as a result of the program, as well as those attitudes in greatest need of change.

Correlated t-tests were used to determine if the mean differences between pre- and posttest were statistically significant. In addition, an effect size (E.S.) was calculated to determine the educational meaningfulness of the mean gain or loss for each comparison.

Local Education Agency Programs (LEAP) Reporting Mandates

Based on New York State Education Department (S.E.D.) requirements, a data retrieval LEAP form was revised to report students' reading test scores and specific demographic data. This form was filled out by L.T.R.T.A. staff and returned to O.E.A.. Student data were then transformed into LEAP student records in conformance with S.E.D. in August, 1985.

III. PROGRAM ORGANIZATION AND IMPLEMENTATION

PROGRAM ORGANIZATION

At each of the six sites, students participated in individual and small group reading workshops which focused on word attack skills, comprehension, study skills, reasoning, problem solving, literacy appreciation, and recreational reading. In addition to the reading instruction, students also participated in two reading-oriented art workshops. Each site offered workshops in at least three of the following arts activities: dance, printmaking, photography, mixed media, painting, music, and jewelry. As part of each workshop, students incorporated language skills into their art work by recording their experiences in individual writing journals. Language skills included comprehension skills, specialized vocabulary, vocabulary used on norm-referenced tests, and creative writing, as well as reading for information, appreciation, and/or pleasure. Student journals provided an additional writing exercise and enable participants to make their experiences intelligible to themselves in their own words.

The L.T.R.T.A. Program used three forms of staff training: a two day pre-service training for staff members and classroom teachers; weekly in-service training for staff members at each site; and, monthly assistant coordinator meetings at the various sites. The objective of all training was to share information and to help the staff learn to implement the program at various levels.

WORKSHOP OBSERVATIONS

The O.E.A. Evaluation team observed activities in 20 reading and reading-oriented arts workshops. The reading-oriented arts workshops included workshops using painting, dance, music, and mixed media. Observations, which lasted an average of 45 minutes, were conducted at five sites in April, 1985. A classroom observation form was designed to determine: whether classroom instruction reflected the objectives of the program procedures; and, whether L.T.R.T.A. staff and classroom teachers worked comfortably together (see Appendix C). At each site, two classes were observed in reading and art workshops. When possible, a bilingual and a general education class were observed.

The general assessment was that all 20 workshops worked well. In most cases the observer found that reading lessons were well integrated with the reading-oriented art lessons and vice-versa. Reading activities, as much as arts activities, seemed to capture most students' interest. The special education students, however, seemed to be more interested in the arts activities. And in a few cases, the reading-oriented part of an arts workshop appeared to be too fast-paced for the bilingual students' needs. All other arts workshops had adjusted the pace of instruction well to students' needs. Overall, students were engaged by their tasks and worked independently and efficiently. The L.T.R.T.A. teachers managed classroom time effectively and efficiently. The teachers moved quickly into the lesson, clearly explained the

lesson's concept, and related the task to the lesson's objective. There was little need to prevent or resolve potential student misbehavior; whenever necessary the staff would quickly remind students of the social expectations for appropriate behavior. Every classroom displayed illustrations of: reading concepts, student art, reading assignments, student writing, and literature. All sites displayed student art work throughout the entire school. In addition, students' art works were entered in various contests. As a result, the work of three L.T.R.T.A. students was exhibited in Moscow and several students won prizes in the Big Apple Contest for their artistic achievements.

Classroom teachers participated in the L.T.R.T.A. Program by correcting spelling, helping students focus on tasks, and participating in art workshops. In addition, they instructed an entire group of students in word-identification skills. Bilingual students seemed to be more in need of their assistance.

PARENTAL INVOLVEMENT

Parent Workshops

Parent workshops were held once a month at each site for 90 minutes during school hours. In addition, it was made clear to parents (and should be re-emphasized) that they were encouraged to ride to the program sites on the buses with their children to attend these workshops as well, and to sit in on any of regular sessions. The workshops, conducted by an assistant coordinator, focused on family-life education and the children's progress. Parents participated in hands-on art and reading activities and

were invited to observe class workshops in order to learn about the program. The workshop leader offered suggestions about how parents could help their children with their reading at home.

The O.E.A. evaluation team visited one 90-minute parent workshop at the end of the year where four parents were present. The assistant coordinator discussed changes in student behavior and provided the parents with useful information and skill-building activities that they could use with their children during the summer vacation. All four parents stated that their children had improved in their reading and writing and in their attitude toward school. The small turnout of parents at the workshop may partially reflect that this was the last parent workshop of the school year.

Parent Survey

To obtain information about parents' perceptions of the program and their children's reading habits at home, O.E.A. developed a survey which was mailed to 115 parents (see Appendix G). Some of these parents had earlier attended monthly workshops while other parents had participated in other L.T.R.T.A. program activities. Twenty-three parents completed the survey.

All 23 parents reported that their children talked positively about the program with them at home; twenty parents reported that such conversations occurred more than once a week. Parents mentioned that, as a result of the program, their children read more and visited their library more frequently. They believed that their children's self-confidence had increased

and that, in general, their education had improved.

Asked how well they understood the program's goal, parents responded with a variety of answers, ranging from very well to not at all. As a result many parents requested more written information and assistance in using L.T.R.T.A. skills with their children at home.

When asked how the L.T.R.T.A. Program could encourage more parents to participate, parents responded that monthly workshops conducted later in the day were the best way of getting them involved. Although they are currently given two weeks' advance notice of the monthly workshops, some parents felt this amount of notice was insufficient. Parents also thought it would be helpful to have one sample class attended by both parents and children. In addition, parents also suggested having a second sample class conducted solely for parents.

In general, the 23 parents who responded to the survey felt that the L.T.R.T.A. Program had motivated and stimulated their children and that it had also improved their children's education. They believed that their children had been helped to understand why reading is important, and they were pleased that their children had visited museums and libraries more often. Also, they perceived that their children were more outgoing and that their ability to express themselves orally had improved. Parents' main criticism was that the program took place only twice a week for a one-year duration. One parent suggested that

the program be initiated in kindergarten in order to develop children's potential at an earlier age.

IV. STAFF TRAINING AND SUGGESTIONS FOR CHANGE

STAFF TRAINING

The L.T.R.T.A. Program used three forms of staff training: pre-service training for staff members and classroom teachers; weekly in-service training for staff members at each site; and monthly assistant coordinator meetings at the various sites. The objective of all training was to share information and to help staff learn to implement the program at various levels.

Pre-Service Training

In the fall, before the start of the program, all L.T.R.T.A. new and veteran staff attended a two day pre-service training session at the main office. The training was conducted by the L.T.R.T.A. director and the teacher trainers. The new teachers were given instructions on teaching techniques for both the reading workshops and the reading-oriented arts workshops. The veteran staff attended sessions in which they discussed new ways to incorporate language experiences into the workshops, to structure the students' and teachers' journals, and to further individualize reading instruction.

The classroom teachers were given pre-service training at the L.T.R.T.A. site they would later attend with their classes. The sessions were conducted either by the assistant coordinator or by one of the teacher trainers. The training, at which the classroom teachers were shown how to conduct either a library workshop or a word-identification workshop, was held at the

beginning of the program year.

In-Service Training

The O.E.A. evaluation team observed five two-hour inservice training sessions conducted by the assistant coordinators for the art and reading teachers. The purpose of the in-service sessions was to brief the staff on curriculum plans, to share new ideas; and to discuss program implementation. All participating staff members attended the sessions. The staff members contributed to the discussions, shared information, and reviewed hands-on materials. The sessions appeared to help them to have a strong understanding of the program's concept.

Assistant Coordinator Meetings

In addition to the in-service training, the evaluation team also observed four assistant coordinator meetings at various sites. The program director, assistant coordinators, head teachers and teacher trainers attended these meetings. At the end of each meeting, a selected staff member who had done extensive research on a particular workshop approach presented sample lesson plans. Such presentations allowed staff members to solicit information, revise teacher concepts, and exchange hand-out materials. Each of the staff members was asked to assess two of the workshops using O.E.A.-developed evaluation forms (see Appendix D).

Twenty forms were returned from the six sites. Staff members were asked to rate specific aspects of the workshops on a

scale from inadequate to excellent. All 11 aspects were rated as either excellent or good. Staff members said that, upon leaving the training session, they felt excited about new ideas which could be implemented in the classroom. Of the workshops, the Language Experience/Brainstorming Workshop was rated more helpful and more applicable. Staff reported that the single most helpful and important aspect of all workshops was the help they received in learning to use visualization techniques in order to understand and verbalize a concept. The use of the Master Journal was the next most helpful aspect; staff expected the Master Journal to help to motivate students' creativity. Seventy-five percent of the twenty respondents answered that there were no least helpful or unimportant aspects of the workshops. Six staff members believed that some workshop activities were not applicable to their particular students' needs; these six staff members also said they had some difficulty in transforming particular reading skills to art skills.

Staff Questionnaire

Twenty-two staff members from all six sites responded to a 13-item questionnaire developed by O.E.A. which focused on staff training, performance, and motivation (See appendix E). The program unanimously received high ratings from the respondents. Most staff members believed that the language arts training and teacher-made games were the most helpful elements of the on-site, in-service training. Staff felt that their involvement in the development of lesson plans and materials was meaningful because

it had enabled them to develop personal resources that were vital and exciting to a new learning experience and that it taught them useful organizational skills. Respondents believed that the critiques they had received about their lesson plans were either good or excellent. In nearly all cases, they felt comfortable working with classroom teachers, including teachers of bilingual and special education students. Respondents stated that workshop lessons provided students with: opportunities for interaction with classmates; freedom of language expression; development of a positive self-image; and enjoyable lessons.

When asked in which reading and writing areas the students needed most assistance, 55 percent of the respondents cited reading comprehension, followed by grammar and written expression. The following aspects of the workshop as most useful to the teachers: the use of language in the arts; teachers' close involvement with students; and the improvement of students' self-esteem. The three aspects of the workshop which teachers disliked most were: the lack of time to accomplish what they had set out to do, the need to maintain discipline, and the shortage of supplies. Respondents' two main objectives were that students would improve their use of language through the arts, and that they, themselves, would improve their teaching skills.

Classroom Teacher Questionnaire

A Fifteen-item questionnaire was given to 15 participating classroom teachers at all sites in March, 1985. The questionnaire attempted to assess the extent of these teachers' involve-

ment in L.T.R.T.A., the benefits they had received from inservice training, the changes in student behavior and learning as a result of L.T.R.T.A., and the extent of parental involvement (see Appendix F).

Two-thirds of the teachers had not had any previous arts-related teaching experience. All respondents felt that in-service training had been very useful; they added that the training had provided them with valuable resources and practical ideas which had enabled them both to understand students' needs and to enhance the curriculum. All teachers reported that the L.T.R.T.A. staff had been very helpful in answering questions about program methodology and suggesting ways in which the program might be carried over into the classroom. The most practical information had been the hand-out materials and the use of the word-identification vocabulary method. The three most useful elements of the L.T.R.T.A. Program which teachers were able to integrate into their classroom teaching were: the integration of reading and other subject areas (93 percent); the use of teacher-made materials (73 percent); and the integration of art and reading (67 percent). The least useful elements were the use of classroom management techniques observed at L.T.R.T.A. (27 percent), and individual student journals (33 percent).

Teachers had anticipated that their students' studies would be enriched, and that their students' appreciation both for the arts in general, and the curriculum in particular, would be enhanced. Overall, teachers believed that students had greatly

improved their behavior and had become more responsible and motivated through their participation in the program. Teachers mentioned that students' attention span, creativity, appreciation of the arts, independence, and confidence had been improved by participation in the program. The main goal the teachers had expected to achieve for themselves was to learn the various teaching techniques. They believed that program expectations had been met both for themselves and for their students. All teachers wanted to participate in the L.T.R.T.A. Program again. In assessing the extent of parental involvement, all but one teacher stated that at least three parents had contacted them about the program; and had wanted to discuss their children's improvement in reading, as well as their overall participation in the class.

SUGGESTIONS FOR PROGRAM CHANGE

Both staff and classroom teachers offered suggestions for program change. Twenty staff members offered the following suggestions for improving staff participation in the L.T.R.T.A. program:

- offer monthly staff-development training to the entire staff;
- if funding were to become available, priority should be assigned to provide the Brooklyn site with additional teachers, as well as with more and smaller classes;
- invite the L.T.R.T.A. staff to present lessons at each home school; and,
- offer demonstration days at each home school for participating parents.

V. STUDENT OUTCOME DATA

ATTENDANCE

Overall, the mean number of days absent for student was 7.7 days. The mean number of days absent for each grade was as follows: grade two, 8.8; grade three, 5.9; grade four, 8.4; grade five, 8.6; grade six, 6.1 days and special education, 5.5. The mean percent of days attended for L.T.R.T.A. students was 83 percent. The percent of days attended ranged from 80 percent to 87 percent (see Table 2).

ACADEMIC ACHIEVEMENT FINDINGS

Reading Skills

General Education Students. Table 3 shows the mean pretest and posttest total reading N.C.E. scores for the 649 general education students for whom there were scores on the CAT administered both in October, 1984 and April, 1985. The mean pretest-posttest gain in the total reading scores across grades was 14 N.C.E.s. This gain reflects substantial improvement in reading achievement by students participating in the L.T.R.T.A. program. The greatest increase was achieved by second graders who made an average gain of 19 N.C.E.s. The smallest increase was made by third graders, with a mean gain of nine N.C.E.s. The mean differences were generally educationally significant. This year's overall gain was greater than in previous years (see Table 4).

LEP and Special Education Students. On the Wisconsin Design

TABLE 2

Mean Number of Days Absent by Grade for
Learning to Read Through the Arts Program
Students: 1984-85

Grade	Days Absent[a]		Percent of Days Attended[b]
	Mean	S.D.	
2	8.8	9.5	82%
3	5.9	6.8	87
4	8.4	8.9	83
5	8.6	8.5	82
6	6.1	4.5	87
Special Education	5.5	6.8	80
TOTAL	7.7	--	83

[a] The total number of days of attendance was 48 for general education and LEP students. The maximum number of days of attendance for special education students was 28.

[b] Citywide attendance for New York City pupils was 85.6 percent for the 1984-85 school year.

- All grades had mean attendance rates of 80 percent or above.
- The highest attendance rate was achieved by both grades three and six, with 87 percent each.

TABLE 3

Mean N.C.E. Scores of General Education Students in the Learning to Read Through the Arts Program on the California Achievement Test: 1984-85

Grade	Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference[a] Mean	Difference[a] S.D.	Effect Size
2	101	23.6	17.9	42.7	16.1	19.1	16.6	1.2
3	128	31.7	12.7	40.8	10.4	9.1	13.0	0.7
4	236	28.6	13.0	42.8	10.1	14.2	13.2	1.1
5	156	31.7	13.5	44.8	11.6	13.1	11.0	1.2
6	28	25.8	11.0	43.0	11.5	17.2	10.0	1.7
TOTAL	649	29.0	14.1	42.9	11.7	13.9	12.8	1.1

[a] These differences were statistically significant at the .001 level.

- Mean gains for all grades exceeded seven N.C.E. points, which was the expected criterion for national exemplary projects.
- Mean differences were educationally meaningful, with the exception of grade three, for which the effect size of the mean difference was educationally moderate.

TABLE 4

Mean N.C.E. Gains of General Education Students in the Learning to Read Through the Arts Program, by Year on the California Achievement Test: 1980-81 to 1984-85

Year	Total Number of Students	N.C.E. Gain
1984-85	649	13.9
1983-84	527	13.1
1982-83	677	12.0
1981-82	840	12.0
1980-81	1,130	13.0

- Overall, this year's mean gain of 13.9 was greater than the mean of previous years.

Skills Development Test, LEP students were assigned five target skills, and special education students were assigned three target skills to master by the end of the program. The criterion for program success was that 60 percent of the students in each group would master at least the targeted number of skills.

Sixty-four percent of all of the LEP students mastered at least five skills (see Table 5). This percentage met the mastery criterion. The criterion was met or exceeded in all grades except grade six. Of the special education students (N=100), 85 percent achieved the mastery criterion of three skills (see Table 6).

Writing Achievement

General Education Students. Improvement in writing achievement was assessed in part by examining students' scores on holistically scored writing samples which were collected both in October, 1984 and May, 1985. These writing samples were evaluated for organization of ideas, use of support materials, sentence variety, vividness of language, and general mechanics. (A grading metric is included as Appendix A.) These writing samples were given scores from zero to four by each of two raters, which, when added together, gave each student a score between zero and eight.

The small range of the scoring scale and the resulting low numerical values of the scores should not obscure the consistent writing improvement of general education students (see Table 7). The gains ranged from 1.4 points for third graders to 2.1 points

TABLE 5

Number and Percentage of LEP Students in the Learning to Read Through the Arts Program Mastering Specified Number of Skills on the Wisconsin Design Skills Development Test: 1984-85

Grade	Number of Students	Number of Targeted Skills[a] 1 - 2 N	%	3 N	%	4 N	%	5 or more N	%
2	16	5	31%	1	6%	--	--	10	63%
3	7	1	14	--	--	--	--	6	86
4	5	1	20	1	20	--	--	3	60
5	23	7	30	--	--	2	9	14	61
6	4	1	25	--	--	1	25	2	50
TOTAL	55	15	27	2	4	3	5	35	64

[a] The number of targeted skills for LEP students was five.

- Grades two, three, four, and five met or exceeded the student mastery criterion (60 percent of the students mastering at least five skills).
- Overall, 64 percent of the LEP students mastered five or more skills. This exceeded the program's objective for the LEP component.

TABLE 6

Mean Number of Skills Mastered by Special Education Students in the Learning to Read Through the Arts Program on the Wisconsin Design Skills Development Test: 1984-85

Number of Skills[a]	N	%
1 - 2	15	15%
3 or more	85	85
Total	100	100

[a] The number of targeted skills for special education students was three.

- Eighty-five percent of the special education students met the criterion of mastering at least three targeted skills.

TABLE 7

Mean Holistic Writing Raw Scores[a] of
General Education Students in the Learning to Read
Through the Arts Program: 1984-85

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference[b] Mean	Difference[b] S.D.	Effect Size
2	121	1.1	1.0	3.2	2.1	2.1	1.9	1.1
3	131	1.8	1.0	3.2	1.6	1.4	1.3	1.1
4	254	1.8	1.1	3.3	1.7	1.5	1.4	1.1
5	148	2.4	1.4	4.2	1.8	1.8	1.8	1.5
6	28	2.8	1.5	4.6	1.4	1.8	1.0	1.8
TOTAL	682	2.0	1.2	3.7	1.7	1.7	1.4	1.2

[a] New York City Board of Education. "Supplementary Training Packet for Holistic Scoring." (Spring, 1985).

[b] These differences were statistically significant at the .001 level.

- Student improvement in writing was statistically significant for all grades.
- All gains were educationally meaningful.

for second graders. The overall gain was 1.7 points. All gains were statistically significant and educationally meaningful.

Improvement in writing was also assessed on the Language Expression and Language Mechanics subtests of the California Achievement Test (see Tables 8 and 9). Mean gains in Language Expression ranged from a low of 8.0 N.C.E.s in grade three to a high of 14.8 N.C.E.s in grade six. The overall mean gain was 11 N.C.E.s. All the mean differences were statistically significant; and ranged from educationally moderate to large.

Mean gains in Language Mechanics ranged from a low of 11.1 N.C.E.s in grade five to a high of 33.1 N.C.E.s in grade two. The overall mean gain was 16.6 N.C.E.s. All the mean differences were statistically significant and were educationally meaningful. Improvement was greater on the Language Mechanics subtest than on the Language Expression subtest.

LEP and Student Education Students. The holistically scored writing test was also administered to LEP and special education students. LEP students showed an overall mean gain of 1.7 points (see Table 10). This overall gain was statistically significant and educationally meaningful; LEP students made statistically significant gains in grades two, three and five. The gains made by LEP students in all grades were educationally meaningful.

The 90 special education students who took the writing test showed an improvement of 1.8 points in their test performance (see Table 11). This gain was both educationally meaningful and statistically significant.

TABLE 8

Mean N.C.E. Scores of General Education Students in the Learning to Read Through the Arts Program, on the Language Expression Subtest of the California Achievement Test: 1984-85

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference[a] Mean	Difference[a] S.D.	Effect Size
2	101	32.7	18.3	44.5	15.1	11.8	18.6	0.6
3	124	33.0	13.3	41.0	13.6	8.0	14.6	0.5
4	225	26.4	14.6	40.0	12.9	13.5	15.0	0.9
5	140	33.7	13.9	41.9	13.7	8.2	13.7	0.6
6	28	25.4	10.2	40.2	7.7	14.8	9.9	1.5
TOTAL	618	30.4	15.0	41.4	13.5	11.0	14.4	0.8

[a] These differences were statistically significant at the .001 level.

- Mean differences ranged from 8.0 to 14.8 N.C.E.s. The overall mean gain was 11.0 N.C.E.s.
- All mean gains were statistically significant.
- The effect size ranged from 0.6 to 1.5; thus, effect sizes either approached or met the criterion for educational significance in all grades.

TABLE 9

Mean N.C.E. Scores of General Education Students in the Learning to Read Through the Arts Program, on the Language Mechanics Subtest of the California Achievement Test: 1984-85

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.	Effect Size
2	102	25.3	17.8	58.4	18.0	33.1[a]	17.8	1.9
3	124	32.0	16.1	49.0	18.7	17.0[a]	22.0	0.8
4	225	29.7	15.8	42.2	17.0	12.5[a]	17.3	0.7
5	139	35.4	14.0	46.5	12.6	11.1[a]	14.5	0.8
6	28	27.9	9.6	43.0	7.9	15.1[a]	8.7	1.7
TOTAL	618	30.6	15.9	47.2	17.3	16.6[b]	16.1	1.0

[a] These differences were statistically significant at the .001 level.

[b] This difference was statistically significant at the .01 level.

- Mean differences ranged from 11.1 to 33.1 N.C.E.s. The overall mean gain was 16.6 N.C.E.s.
- All mean differences were statistically significant.
- The effect size ranged from 0.7 to 1.9; thus, effect sizes either approached or met the criterion for educational significance in all grades.

TABLE 10

Mean Raw Score Gains of LEP Students in the Learning to Read Through the Arts Program on a Holistically Scored Writing Test:[a] 1984-85

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.	Effect Size
2	15	0.3	0.7	1.7	1.7	1.4[b]	1.0	1.0
3	8	0.5	0.9	2.5	1.5	2.0[c]	1.7	1.2
4	4	0.5	1.0	2.8	2.2	2.3	1.7	1.4
5	30	0.5	1.1	1.7	1.6	1.2[b]	1.1	1.1
6	4	0.5	1.0	2.3	0.5	1.8	1.3	1.4
TOTAL	61	0.5	0.9	2.2	1.5	1.7[b]	1.4	1.2

[a] N.Y.C. Board of Education. "Supplementary Training Packet for Holistic Scoring." (Spring, 1985)

[b] These differences were statistically significant at the .001 level.

[c] These differences were statistically significant at the .05 level.

- Statistically significant differences were found for grades two, three and five. The overall mean gain was also significant.
- All gains were educationally meaningful.

TABLE 11

Mean Raw Score Gains of Special Education Students in the Learning to Read Through the Arts Program on a Holistically Scored Writing Test: 1984-85

Number of Students	Pretest		Posttest		Difference[a]		Effect Size
	Mean	S.D.	Mean	S.D.	Mean	S.D.	
90	1.7	1.0	3.5	1.3	1.8	1.0	1.8

[a] This difference was statistically significant at the .001 level.

- Special education students improved an average of 1.8 points on the holistically scored writing test.

ATTITUDE TOWARDS READING

In order to measure students' attitudes towards reading, the Estes Attitude Scale, Reading Subtest (Appendix B), was administered to students at both the beginning and end of the program. This scale consists of a series of 14 statements about reading to which students respond "agree," "disagree," or "not sure." Values of zero to two are assigned to each answer with more positive responses towards reading receiving higher scores. Total scores on this scale can range from zero to 28.*

The scores of 203 randomly selected students were analyzed (see Table 12). General education students made a statistically significant mean gain of 2.6 points. Special education students made the greatest mean gain, a statistically significant improvement of 6.5 points. LEP students made a statistically significant improvement of 2.6 points. The effect sizes of these gains ranged from moderate to large; only the mean gains of the special education students were educationally meaningful.

*Content analysis of the Estes Attitude Scale indicated that of the five questions on which the greatest number of students responded more favorably from the pretest to the posttest (Items 16, 25, 26 and 28), four are worded negatively. Some students may have been confused about how to respond to these items on the pretest. On the posttest, however, they used their new reading skills to answer more accurately.

TABLE 12

Mean Raw Score of Gains of Students in the Learning to Read Through the Arts Program by Component on the Estes Attitude Scale Reading Subtest: 1984-85

Type	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference[a] Mean	Difference[a] S.D.	Effect Size
General Education	107	19.1	4.7	21.7	4.4	2.6	5.5	0.5
Special Education	39	15.3	4.3	21.8	4.5	6.5	5.5	1.2
LEP	57	19.2	4.6	21.8	3.8	2.6	4.9	0.5

[a] These differences were significant at the .001 level.

- Special education students made the greatest gains (6.5 points).
- All gains were statistically significant.

VI. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Analysis of all data for students in the 1984-85 Learning to Read Through the Arts Program indicates that the program was successful in meeting its objectives. According to the test results and general observations, the L.T.R.T.A. Program was successful in producing gains in students' reading and writing achievement.

General education students showed statistically significant gains in reading skills as measured by the fall-to-spring test scores. Overall, their mean gains in reading were greater than in previous years. They also demonstrated gains in writing achievement as measured by a holistically scored writing test.

LEP students participating in the program reached the mastery criterion of reading skills on a criterion-referenced test. It was expected that 60 percent would reach this criterion; instead, 64 percent achieved mastery.

Classroom observations indicated that LEP students did not always appear to be able to follow the pace of the L.T.R.T.A. staffs' instruction and that they needed their classroom teachers to translate and to help pace instruction.

Special education students participating in the program showed the greatest improvement in reading and writing skills on both the criterion-referenced test and the holistically scored writing test.

L.T.R.T.A. and home-school staff were generally enthusiastic

about the program. They perceived a positive impact on students' use of language, students' self esteem, and students' motivation. L.T.R.T.A. staff members unanimously reported that they had received sufficient staff training for the program; this corroborates the O.E.A. team's observations of staff training and L.T.R.T.A. workshops.

Classroom teachers were enthusiastic about the program; they were aware of the program's goals and objectives; they understood their role in L.T.R.T.A. activities; and they felt that they had established a good working relationship with L.T.R.T.A. staff.

A substantial number of parents attended the Annual Conference Exhibition at the end of the year at the Manhattan site. Twenty-three parents participated in an education survey; they reported that their children had spoken to them about L.T.R.T.A. activities and that their children had benefitted from program participation.

The program had limited success in its attempt to involve parents on an ongoing basis in L.T.R.T.A. parent activities. Few parents actually participated in the program and, according to survey outcomes, only a few parents understood the program's objectives.

RECOMMENDATIONS

Based on these findings, the following recommendations are made for program improvement:

- Since the L.T.R.T.A. staff expressed a desire to increase parental involvement, additional outreach methods should be considered.

- The program has had continued success with special education students. At present, however, there is a long waiting list for these students. Therefore, consideration should be given as to how to include more special education students in the program.

- Have L.T.R.T.A. teachers discuss additional training in working with LEP students to ensure that pacing and language level are appropriate and/or classroom teachers are effectively used, as needed.

CRITERIA FOR RATING STUDENT RESPONSES*

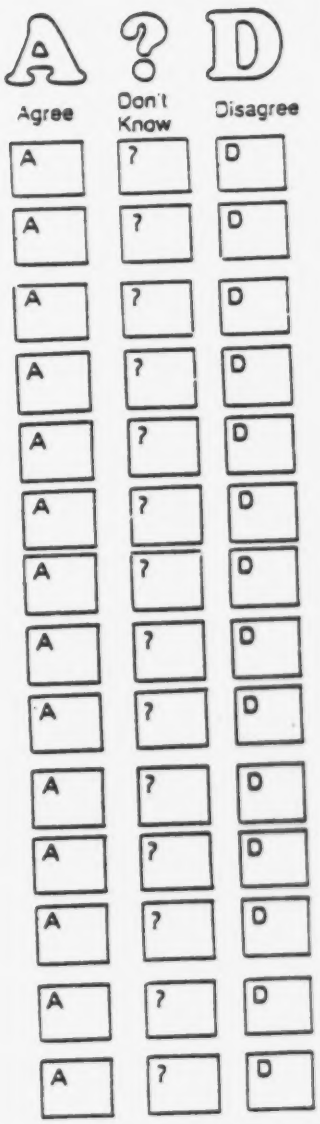
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Develops the assigned topic in an interesting and imaginative way.			
Demonstrates a logical plan of organization and coherence in the development of ideas.	Develops the assigned topic using an acceptable plan of organization.	Attempts to develop the assigned topic but demonstrates weakness in organization and may include digressions.	Minimally addresses the assigned topic but lacks a plan of organization.
Develops ideas fully through the use of support material (examples, reasons, details, explanations, etc.) that is relevant and appropriate.	Demonstrates satisfactory development of ideas through the use of adequate support material.	Demonstrates weakness in the development of ideas with little use of support material.	Does not use support material in the development of ideas or uses irrelevant mateiral.
Shows skillful use of sentence variety.	Uses some sentence variety.	Demonstrates sentence sense but has little sentence variety.	Demonstrates a lack of sentence sense.
Uses specific, vivid language.	Uses appropriate language.	Occasionally uses inappropriate or incorrect language.	Frequently uses inappropriate or incorrect language.
Makes few or no mechanical errors.	Makes mechanical errors which do not interfere with communication.	Makes mechanical errors which interfere with communication.	Makes mechanical errors which seriously interfere with communication.

ZERO PAPER: Is totally unrelated to the topic; or
Is illegible, i.e., includes so many indecipherable words that no sense can be made of the response; or
Is incoherent, i.e., words are legible but syntax is so garbled that no sense can be made of the response; or
Is a blank paper.

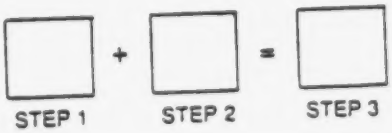
*Minor revisions have been made in these criteria since they were first published in the Writing Test for New York State Elementary Schools, Rater Training Packet, Fall 1982.

BEST COPY AVAILABLE

Reading Attitude Scale



15. Reading is fun for me.
16. Books are boring.
17. Reading is a good way to spend spare time.
18. Reading turns me on.
19. Books do not make good presents.
20. Reading is rewarding to me.
21. Reading becomes boring after about a half hour.
22. Free reading teaches me something.
23. There should be time for free reading during the school day.
24. There are many books I hope to read.
25. Reading is something I can do without.
26. A certain amount of time during summer should be set aside for reading.
27. Books usually are good enough to finish.
28. Reading is not exciting.



Ⓡ Reading Ⓡ

LEARNING TO READ THROUGH THE ARTS SPRING, 1985

Observation Form

OBSERVER _____ WORKSHOP OBSERVED _____

SITE _____ TEACHER'S NAME _____

DATE _____ NUMBER OF STUDENTS _____

TIME: From _____ To _____ REG: ___ BILING: _____ SPEC. ED: _____

---

1. Does the reading lesson observed integrate reading with the arts ?

   Yes _____

   No _____

   Comments: _____

   _____

   _____

2. Does the reading-oriented art lesson observed integrate art with reading skills?

   Yes _____

   No _____

   Comments: _____

   _____

   _____

3. What type of reading and arts activities are presented to the students?

   A. _____

   B. _____

   C. _____

4. Do these activities seem to capture student interest?

   Yes _____

   No _____

   Comments: _____

   _____

5. Does the classroom teacher participate in L.T.R.T.A. activities at the site?

Yes _____

How: _____

_____

_____

Brief description of activities observed:

	absent	low	medium	high
1. Art teacher and reading teacher work closely together?	0	1	2	3
___ Reading lessons based on art workshop activities and vocabulary				
2. Teacher manages classroom time effectively and efficiently.	0	1	2	3
___ Whole class ___ Small group ___ Individualized instruction & activities				
3. Students are engaged on-task, and work independently and efficiently.	0	1	2	3
___ Find materials ___ Record responses to materials ___ Store records in book or folder ___ Maintain vocabulary list				
4. Classroom Displays	0	1	2	3
___ Illustration of concepts ___ New words ___ Students art and reading work ___ Student writing ___ Literature - subjects of interest				

The Teacher Presented Instruction Actively and Clearly by:

1. Moving quickly into the lesson with little transition time.	Y	N	NA
2. Stating what students were to learn in the lesson.	Y	N	NA
3. Reviewing previous related instructions.	Y	N	NA
4. Explaining: a) concept.	Y	N	NA
b) relationship of task to objective.	Y	N	NA
5. Responding to students' questions about what they are to do.	Y	N	NA

The Teacher Established and Maintained Engagement of Students in Instruction by:

1. Briefly telling students to attend to tasks.	Y	N	NA
2. Preventing potential disruption.	Y	N	NA
3. Quickly resolving student misbehavior.	Y	N	NA
4. Quickly reminding students of the social rules for appropriate behavior.	Y	N	NA
5. Adjusting pace of instruction accoring to students' needs.	Y	N	NA

The Teacher Monitored Students' Progress and Provided Instructional Feedback to Students by:

1. Reviewing students' work when it was completed.	Y	N	NA
2. Monitoring students' oral responses.	Y	N	NA
3. Questioning students to assess if a concept was learned.	Y	N	NA
4. Collecting students' work.	Y	N	NA
5. Telling students an answer or task was correct or incorrect.	Y	N	NA

****

APPENDIX D

LEARNING TO READ THROUGH THE ARTS

TRAINING WORKSHOP EVALUATION FORM

Workshop Date: _____

Workshop Topic: _____

---

1. Rate the training workshop according to the following categories:

	Excellent	Good	Fair	Poor	Inadequate
1. Overall presentation	1. ( )	( )	( )	( )	( )
2. Applicability to your workshop	2. ( )	( )	( )	( )	( )
3. Content/ideas discussed	3. ( )	( )	( )	( )	( )
4. Style/method of presentation	4. ( )	( )	( )	( )	( )
5. Speaker's knowledge of the subject	5. ( )	( )	( )	( )	( )
6. Speaker's knowledge of the L.T.R.T.A. workshop situation	6. ( )	( )	( )	( )	( )
7. Speaker's facility in answering questions	7. ( )	( )	( )	( )	( )
8. Value of handouts/ materials distributed	8. ( )	( )	( )	( )	( )
9. Hands-on activities	9. ( )	( )	( )	( )	( )
10. Audio-Visual materials	10. ( )	( )	( )	( )	( )
11. Exchange of ideas amongst staff	11. ( )	( )	( )	( )	( )

2. How did you feel when you left the training session?

_____

_____

_____

_____

3. List the most helpful or important aspects of the workshop.

4. List the least helpful or important aspects of the workshop.

APPENDIX E
SPRING, 1985

LEARNING TO READ THROUGH THE ARTS

Staff Questionnaire

Date: _____
Site: _____

Staff position:
Asst. Coordinator _____
Head Teacher _____
Teacher Trainer _____
Artist Teacher _____
Reading Teacher _____
Special Education: Yes ____ No ____

---

1. Which topics and related materials were most helpful to you when you received on-site staff training this year?

2. Has your involvement in the development of lesson plans and materials been meaningful to you as an educator? Please indicate in what ways they have been meaningful?

_____

_____

_____

3. Based on your participation in the monthly training workshops, how do you feel the workshop have affected your:

	A GREAT DEAL	MODERATELY	MINIMAL	NOT AT ALL
A. Use of new materials/lesson plans	1	2	3	4
B. Morale	1	2	3	4
C. Use of new ideas	1	2	3	4

4. How helpful are the critiques you get from your lesson plans?

Excellent ____ Good ____ Fair ____ Inadequate ____

5. Please indicate how comfortable you are with the following:

	Very Comfortable	Comfortable	NotComfortable	NA
A. Working with classroom teachers	1	2	3	4
B. Working with bilingual students	1	2	3	4
C. Working with special ed students	1	2	3	4
D. Being part of L.T.R.T.A. staff	1	2	3	4
E. Your position on L.T.R.T.A. staff	1	2	3	4

6. Please indicate the degree to which you agree or disagree with each of the following statements by circling the appropriate number.

	Strongly Disagree		Undecided		Strongly Agree
A. Students seemed to enjoy the lessons	1	2	3	4	5
B. The lessons provided students with an opportunity to interact with classmates	1	2	3	4	5
C. The lessons provide students with the opportunity for language expression	1	2	3	4	5
D. The lessons seem to have a positive impact on the self-concept of the students	1	2	3	4	5

7. In what areas of reading and writing do your students need most assistance? _____

_____

8. What 3 things do you like most about the workshops you teach?

_____

_____

_____

9. What 3 things do you like least about the workshops you teach?

_____

_____

_____

10. Please circle the number to the right of each workshop that indicates the degree to which the presentation had been effective in improving your ability to teach art or reading workshops.

Workshops	Degree of Effectiveness				
	Low				High
1. Children's literature	1	2	3	4	5
2. Sharing and Making Learning Center Activities	1	2	3	4	5
3. Writing/Grouping	1	2	3	4	5
4. Language Experience/ Brainstorming Arts Projects	1	2	3	4	5
5. Gifted and Talented/an Approach	1	2	3	4	5

12. What would you like to accomplish as a result of your participation in the L.T.R.T.A. program?

13. What suggestions do you have for improving staff participation in the L.T.R.T.A. program?

LEARNING TO READ THROUGH THE ARTS SPRING, 1985

Classroom Teacher Questionnaire

SITE: _____

DATE: _____

TEACHER NAME: _____

GRADE: _____ CLASS: _____

SCHOOL: _____

Check one:

SPEC. ED.: _____

REGULAR: _____

BILINGUAL: _____

---

1. How were you and your class chosen to participate in the L.T.R.T.A. program?

_____

_____

2. How useful has in-Service training been to you for your participation in the L.T.R.T.A. workshops? In what ways?

_____

_____

3. Has L.T.R.T.A. staff discussed with you means of carrying over L.T.R.T.A. activities to your classroom?

_____

_____

4. Which of the following practices have you infused into your classroom program, as a result of your participation in L.T.R.T.A.? (Check as many as apply).

___ Integration of art and reading
___ Integration of reading and other subject areas
___ Use of teacher-made materials inspired by those used at L.T.R.T.A.
___ Use of any of the following: ___ individual student journals
___ norm-referenced vocabulary
___ specialized vocabulary
___ Use of the classroom management techniques observed at L.T.R.T.A.

5. From your perspective, has participation in the program influenced student behavior and/or learning progress in your classroom? In what ways?

_____

_____

_____

6. Describe how you participate in L.T.R.T.A. activities at the L.T.R.T.A. site.

_____

_____

7. Have you had any previous arts related teaching experience?

Yes ____ No ____

8. What did you expect to gain for yourself as a result of participation in the L.T.R.T.A. program?

_____

_____

9. What expectations did you have of the L.T.R.T.A. program for your students?

_____

_____

10. Has the L.T.R.T.A. program met your expectations in both cases?

Yourself: _____

_____

Your students: _____

_____

11. Do you feel comfortable working with the L.T.R.T.A. staff?

Yes _____ No _____

Please explain: _____

_____

_____

12. Do you want to participate again in the L.T.R.T.A. program?

Yes _____ No _____

13. Approximately how many parents whose children participate in the L.T.R.T.A. have ever contacted you about the program? _____

14. What aspects of the program do the parents talk about?

_____

_____

15. Do you have any suggestions for ways that further integration between the program and regular classroom instruction may be achieved?

_____

_____

OFFICE OF EDUCATIONAL ASSESSMENT
INSTRUCTIONAL SUPPORT EVALUATION UNIT

LEARNING TO READ THROUGH THE ARTS
PARENT SURVEY
SPRING, 1985

. How many times have you attended the Learning to Read Through the Arts Parent Workshops?

a. 0 ___ b. 1-2 ___ c. 3-4 ___ d. more than 4 times ___

. If you did attend the Parent Workshops, did you feel the workshops were

very	moderately	only a little	not at all
a. worthwhile ___	b. worthwhile ___	c. worthwhile ___	d. worthwhile ___

3. How much do the monthly parent workshops provide you with useful information and skills?

a. very much ___ b. moderately ___ c. only a little ___ d. not at all ___

If they do, what kinds of information and skills? _____

_____

4. How often does your child talk with you about what he or she did at the Learning to Read Through the Arts site?

a. regularly ___ (more than once a week) b. infrequently ___ (once a week or less) c. never ___

5. What do you and your child talk about Learning to Read Through the Arts?

_____

_____

6. How often do you use the information you have gotten in Learning to Read Through the Arts meetings at home with your child?

a. regularly ___ (more than once a week) b. infrequently ___ (once a week or less) c. never ___

7. How well do you understand the goals of the Learning to Read Through the Arts program?

a. very well ___ b. moderately ___ c. only a little ___ d. not at all ___

8. What additional information would you like to receive about the Learning to Read Through the Arts program?

_____

9. Have you ever been involved in any of the following Learning to Read Through the Arts parent activities?

a. Serve as a workshop assistant?	Yes ___	No ___
b. Serve as a fieldtrip assistant?	Yes ___	No ___
c. Become a member of the Parents Advisory Coucil?	Yes ___	No ___

10. Do you believe that your child has learned to read and write better because of the Learning to Read Through the Arts program?

very much	moderately	only a little	not at all
a. better ___	b. better ___	c. better ___	d. better ___

11. Do you ever attend any other parent meetings in your child's school and if so, what type of meetings?

Yes ___, _____ No ___

12. How do you think the Learning to Read Through the Arts program can get more parents to participate in the program's activities (for example, monthly workshops, visit site, yearly exhibition)?

_____

_____

13. What things do you like about the Learning to Read Through the Arts program?

_____

_____

14. What things do you dislike about the Learning to Read Through the Arts program?

_____

_____

Thank you very much for your cooperation.

ANECDOTAL SITE OBSERVATIONS

The following anecdotes are examples of site observations presented according to workshop activity. The borough and type of workshop are noted at the beginning of each observation.

Bronx, Reading:

The teacher compliments the students when they use previously-taught words correctly. A teacher trainer had drawn circus drawings at all the blackboards at the site for teachers to use. Students write stories, seem engaged, and quickly move from one task to another. They are very responsive and volunteer information. The teacher does an excellent job of assessing childrens' understanding of concepts by asking questions.

Bronx, Sculpture:

First, the students copy the lesson from the blackboard into their journals. They have been asked to create sentences with the new words. Students try to enhance sentences by using previously learned vocabulary. The bilingual students request assistance of the classroom teachers, when necessary. After the reading part of the lesson, the students start making circus puppets with materials, like clowns, motorcycles and dragons. The students seem to enjoy the lesson and create very complicated objects.

Brooklyn, Reading:

The teacher shows the group works of art and has students describe their feelings about the colors. This is a clear example of how reading is taught in conjunction with art. She shows works of Gauguin at different points during his life and

asks the students to imagine what he might have felt at those times. Then, she asks the students to write a story describing their own feelings concerning colors and some stories are very imaginary and expressive.

Brooklyn, Music:

The music teacher uses a "rainbow theme" for this lesson, colors that blend together, and sounds that blend together. Each student is given a colored bell with one particular note. When two students use their bells simultaneously, the others have to decide whether the sounds are harmonious. She also asks them which color-combinations are harmonious. At the end of the period, the entire class has created a new song, accompanied by the teachers' piano-playing and the students' bells.

Queens, Reading

The students will learn about the main idea of both a story and a painting. The teacher displays reproductions of various painters and asks the students to verbalize details in the paintings. At the end of each sample the students are asked to guess what the main idea of each painting is and to see whether the main idea is similar to the original title of the painting. The teacher adjusts the pace very well according to the needs of these special education students.

Queens, Painting:

The artist explains different concepts of motion. Students cut out shapes of moving people. They put the shapes on paper, overlapping, and trace them with colors. The special education students seem to lose interest in that part of the art lesson,

focused on reading possibly because this part was related to the previous reading lesson.

Manhattan, Reading:

The teacher starts by handing out certificates for students of the month to students selected by the reading and art teachers at that site. Then, she demonstrates to students visual concepts of figurative language and asks the student to respond. The bilingual students follow the slower pace of this class better than they followed the reading-oriented aspect of a previous art class, where they were unable to follow the reading.

Manhattan, Dance:

The dance teacher explains the concept of choreography. The students are asked to explain particular words she is using and to respond quickly. They enter words in their glossaries. During the dancing they are asked to pretend they are mice, mimicking their movements and shapes. The dance teacher has them act out the previously verbalized concepts.

Staten Island, Reading

The students are asked to close their eyes and imagine a particular color. They articulate how their five senses respond as they imagine what the world would be in that one color. The students are asked to close their eyes and try to describe, in color, the feeling they get listening to the several sounds the teacher makes with various objects.

Staten Island, Mixed Media:

The teacher explains the aim of the day and hands out the students' previously made drawings. Students write a list of

words and relate their drawings to a rainbow and a list of words that describe a rainy day, i.e., umbrella, clouds, boots. After they have entered the words in their glossaries, they finish the lesson by painting their drawings.

Fieldtrip to Ballet Hispanico of New York:

One entire class, accompanied by their dance teacher, visits the Ballet Hispanico for a series of lessons. A dancer from Ballet Hispanico teaches them a complicated dance which they will later perform at the L.T.R.T.A. Conference Day. The students seem very excited to visit a real dance studio and seem very respectful of it. Their regular L.T.R.T.A. dance teacher will later transpose the dance in her own L.T.R.T.A. workshop at the regular site.